

Cycle 1	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Aug. 23 - Oct. 1, 2021	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Performance Review</p> <p>Teachers will review and assess performance and literacy skills in the 5 competency areas that were covered during the previous year. They will use this information to select performance literature and plan for instruction. Students will continue to build on concepts such as sight-reading, application of nomenclature related to dynamics, intonation, tempo, and overall musicianship.</p>	<p>13 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>MUSIC II.1A Compare and contrast exemplary musical examples using technology and available live performances.</p> <p>MUSIC II.1C Compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p>MUSIC II.1F Compare and contrast concepts of balance and blend using appropriate terminology.</p> <p>MUSIC II.1G Compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre.</p> <p>MUSIC II.1H Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p>MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p>MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC II.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</p> <p>MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</p> <p>MUSIC II.6B Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.</p> <p>MUSIC II.6C Develop processes for self-evaluation and select tools for personal artistic improvement.</p> <p>MUSIC II.6D Evaluate musical performances by comparing them to exemplary models.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Fundamentals Performance Skills</p> <p>Students will use rudimentary high school level theory skills with basic knowledge of tone production to perform. Intonation and tone quality concepts will be at the forefront of goals. Live or recorded sound exemplars will serve as the models for students. Metronomic tools should be used to develop a strong sense of pulse. Tuning tools and exercises should be used to develop accurate pitch. This can include singing while the teacher reproduces pitches on an instrument, using a tuner or a visual tuning aid. Historical backgrounds of their ensemble area will start to be explored.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p>MUSIC II.1D Compare and contrast concepts of rhythm and meter using appropriate terminology and counting system.</p> <p>MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p>MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC II.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</p> <p>MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</p>

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
<p><i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i></p>		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Fall Concert Performance Assessment</p> <p>Students will use knowledge and skills to prepare for their fall performance assessment concert.</p>	<p>15 class periods (90-min. each) or 30 class periods (45-min. each)</p> <p><i>Thanksgiving Break Nov. 22-26</i></p> <p><i>Enrichment Opportunities Dec. 20-21</i></p> <p><i>Winter Break Dec. 20-31</i></p> <p><i>MLK Jr. Day Jan. 17</i></p> <p><i>Teacher Prep Day (no students) Jan. 18</i></p>	<p>MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p>MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC II.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</p> <p>MUSIC II.5F Identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques.</p> <p>MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</p>

Cycle 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Focus on Sight-Reading Skills</p> <p>Students will use literacy and performance skills to demonstrate the ability to apply these concepts creatively while sight-reading. Building on prior knowledge, students will sight-read music using basic rhythmic and note figures. They will demonstrate basic knowledge of dynamics and terminology affecting music performance.</p>	<p>13 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>MUSIC II.1A Compare and contrast exemplary musical examples using technology and available live performances.</p> <p>MUSIC II.1B Compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.</p> <p>MUSIC II.1E Compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening.</p> <p>MUSIC II.1G Compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre.</p> <p>MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p>MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC II.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC II.4A Exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading.</p> <p>MUSIC II.4B Demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.</p> <p>MUSIC II.4C Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.</p> <p>MUSIC II.4D Demonstrate observance of multiple key signatures and changing modalities while sight reading.</p> <p>MUSIC II.4E Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading.</p> <p>MUSIC II.4F Demonstrate application of dynamics and phrasing while sight reading.</p> <p>MUSIC II.4G Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</p> <p>MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</p> <p>MUSIC II.6D Evaluate musical performances by comparing them to exemplary models.</p>

Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: District/UII Student Assessment Measures</p> <p>Teachers will prepare students for Pre-Approved District Assessments. For Music I students, this will be district and/UII sanctioned band, orchestra, Mariachi, guitar, and jazz band events.</p>	<p>16 class periods (90-min. each) or 33 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p>MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC II.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC II.4A Exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading.</p> <p>MUSIC II.4B Demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.</p> <p>MUSIC II.4C Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.</p> <p>MUSIC II.4D Demonstrate observance of multiple key signatures and changing modalities while sight reading.</p> <p>MUSIC II.4E Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading.</p> <p>MUSIC II.4F Demonstrate application of dynamics and phrasing while sight reading.</p> <p>MUSIC II.4G Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</p> <p>MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</p>

Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: EOY Assessments and Performances</p> <p>Teachers will use end-of-the-year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.</p>	<p>16 class periods (90-min. each) or 31 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>MUSIC II.1G Compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre.</p> <p>MUSIC II.1H Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p>MUSIC II.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC II.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p>MUSIC II.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC II.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC II.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC II.3F Create and notate or record original musical phrases at an appropriate level of difficulty.</p> <p>MUSIC II.5A Compare and contrast music by genre, style, culture, and historical period.</p> <p>MUSIC II.5B Define uses of music in societies and cultures.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</p> <p>MUSIC II.5D Identify music-related vocations and avocations.</p> <p>MUSIC II.5E Identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances.</p> <p>MUSIC II.5F Identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques.</p> <p>MUSIC II.6A Exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</p>